8th Grade Quarter 1
The Art of Storytelling

Unit Overview: Students will explore various texts to analyze and discuss literary elements. They will record textual evidence and commentary that illustrates and explains how the point of view of the narrator differs from and/or affects the point of view of the reader and how dialogue propels action, reveals character, or provokes a decision. They will also write and revise narrative pieces throughout the unit.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (**RL.8.10**).	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently proficiently. (**RI.8.10**).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**W.8.10**).	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)(**SL.8.6**)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (**L.8.6**).

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the **6th-12th Grade ELA Standards Map**.

Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in the instruction and assessments of this quarter.

ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been

Supporting Standards: These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context* of the priorities and often serve as instructional scaffolds, but they do not receive the *same* degree of emphasis.

	aligned with the priority standards of the unit.	
RL.8.1 **RL.8.2** **RL.8.3**	**ELP Standard 6-8.1**	RL.8.3 RL.8.5 RL.8.6

RL.8.4
L.8.4
    ○   **L.8.4.A - L.8.4.D**
	ELP Standard 6-8.8	L.8.5
		    ○ L.8.5.A – L.8.5.C

W.8.4	**ELP Standard 6-8.2**
	ELP Standard 6-8.3
	ELP Standard 6-8.7
	ELP Standard 6-8.9
		W.8.3
		    ○ W.8.3.A - W.8.3.E
		W.8.5
		W.8.6
		W.8.9
		    ○ W.8.9.A

SL.8.1 ○ **SL.8.1.A – SL.8.1.D**	**ELP Standard 6-8.2**	
L.8.1.E-G	**ELP Standard 6-8.10**	L.8.3

Essential Questions Students will keep considering:	Understandings Students will understand that:
Overarching	
★ How do authors use literary techniques to engage and impact readers?	★ Writers use narrative techniques, such as dialogue, pacing, and description to sequence believable events and develop experiences and characters.
Standards-Based	
1. What is a theme? Why is it important for the reader to recognize the theme of texts and its development throughout the text? **(RL.8.2)**	● Determining the theme (central idea) and its relationship with the characters, setting, and plot of a text *helps me* to understand it, make universal connections among other texts, and apply those connections to real life.
2. What constitutes an objective summary? What is the difference between the main idea and the summary? **(RL.8.2)**	● Summarizing a text *helps me* process the main ideas of the text into my own language, thereby helping me remember the text.

3. What is textual evidence? How does textual evidence affect the credibility of the writing? How does a writer select evidence? What are the different types of evidence? How does a writer use evidence to support points? **(RL.8.1)**	● Organizing my thoughts and citing textual evidence ***helps me*** support my points and make my thinking/writing credible.
4. How does a writer select words and why is it important to choose words intentionally? **(RL.8.4)**	● Figuring out the meaning of unknown words from context clues ***builds my own*** vocabulary.
5. How do I make sure my writing will be clearly understood? **(W.8.4)**	● Understanding that words have different connotations ***helps me*** broaden my ability to use precise language in my writing thus impacting my audience.

Knowledge	Skills

Students will acquire knowledge of:
 	
RL.3
 ● Purpose of dialogue
RL.4
 ● Analogy
 ● Allusion
RL.6
 ● Verbal irony
 ● Situational irony
 ● Dramatic irony
L.1
 ● Verbals
   ○ Gerunds
   ○ Participles
   ○ Infinitives
 ● Active and passive voice
 ● Moods of verbs
 	
*See Literary Toolbox for 8th grade for a comprehensive list of literary and writing terms.
	Students will be able to:
	
	 ● Demonstrate the ability to:
	   ○ Comprehend, analyze, and critique a variety of increasingly complex texts,
	   ○ Develop appropriate grade level skills in writing,
	   ○ Develop appropriate grade level skills in language, and
	   ○ Develop appropriate grade level skills in speaking and listening
	based on the standards at or above 8th grade level.

Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

Pre-Assessment	Summative Assessment
Personal Narrative Writing W.8.3 **1st Semester Pre DFA**	**Refined Personal Narrative** W.8.3 **W.8.4** W.8.5 W.8.6 **Q1 Post DFA**
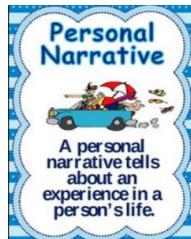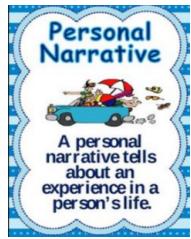
Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.

Technology Integration

 Language Support

 Pre-AP Vertical Alignment

Instructional Strategies

ACT Resources and Support
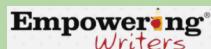
Lessons with Embedded *Empowering Writers'* Strategies

Instructional Resources

Suggested Timeline

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Ongoing Mini-Lessons	**Narrative Writing Mini-Lessons with Adapted** *Empowering Writers'* **Lessons** W.8.3 **W.8.4** W.8.5 **W.8.10**		**Language Mini-Lessons** **L.8.1** L.8.3 **L.8.6**
Week 1	**First Days of School** **Technology Expectations** **W.8.4** W.8.6		**Personal Narrative Writing Pre-Assessment** **W.8.4** W.8.3 **Semester 1 Pre DFA** **Student-Friendly Narrative Rubric** **W.8.4** W.8.3
Week 2	**Introduction to the Unit** **SL.8.1**	**Overview of Literary Terms** **RL.8.4** L.8.5	**Independent Reading Expectations** **RL.8.1** **RL.8.10** **Pre-AP Independent Reading Assignment** **W.8.4** W.8.9
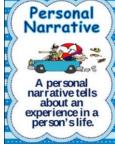
Week 3	**Narrative Poetry** **RL.8.1 RL.8.2** **RL.8.4** L.8.5	**Central Ideas and Objective Summary** **RL.8.1 RL.8.2**	**Compare/Contrast Structure of Two Texts**y **RL.8.1** RL.8.5
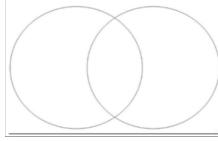
Weeks 4 - 7	**Optional Short Stories** **RL.8.1** RL.8.3 RL.8.6 **RL.8.4 L.8.4 L.8.6** L.8.5 **SL.8.1**
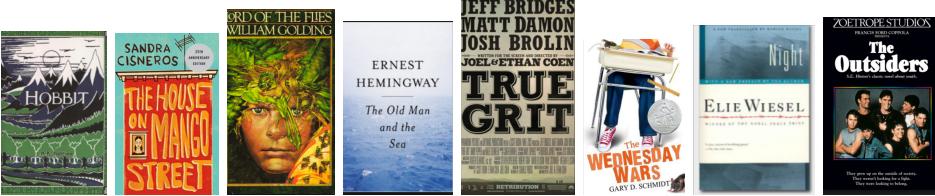	
	  Begin Novel Study/Literature Circles **RL.8.1 RL.8.2** RL.8.3 RL.8.5 RL.8.6 **RL.8.4 L.8.4 L.8.6** L.8.5 **SL.8.1**
	
	 Reading Literature Lessons
	
	  Writing Objective Summaries **RL.8.2**
	
	  Thematic Statements **RL.8.2**
	
	  Dialogue with a Purpose RL.8.3

VOCABULARY Words Are Important!

Vocabulary
RL.8.4 L.8.4 L.8.5 **L.8.6**

Point of View
RL.8.6

Finish Writing Mini-Lessons
W.8.3 **W.8.4** W.8.5 **W.8.10**

Finish Language Mini-Lessons
L.8.1 L.8.3 **L.8.6**

REVIEW

Review of Unit Theme and Essential Questions

RAFT Common Assignment Novel Project

NEW BOOK COVER	BOOK TITLE
Design a new book cover for the novel.	Write a one to two sentence preview summary that will capture a potential reader and make them want to buy this book!
Draw/present your image here.	SUMMARY
	Write an objective summary of book here.
PRODUCT DETAILS	QUOTE ME
Include the following: Age Range Grade Level	Select 3-5 quotes from the book to display here. Choose quotes that reveal character or propel the action.
Rank or Recommend	EDITORIAL REVIEW
Choose one of the following options:	Write a review of the book that includes a thematic statement and describes how the theme was developed through the plot.

RAFT Assignment
RL.8.2 RL.8.3 **RL.8.4** RL.8.6 **L.8.1**

Pre-AP

Pre-AP Literary Analysis of Class/Group Novel
W.8.4 W.8.3

Week 8
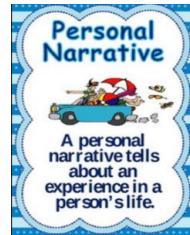
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	Refined Personal Narrative W.8.3 **W.8.4** W.8.5 W.8.6 **Q1 Post DFA**
Week 9	 **Remediation or Extension**
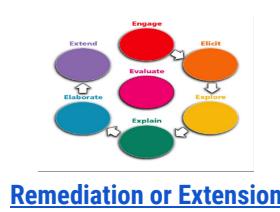
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